



Ruardean C of E Primary School

Love of Learning – Love of Life – Love of One Another

Matthew ch22 v33-40

Relationships and Behaviour Policy

Policy Reviewed:	Annually
By:	Performance, Standards & Community Committee
Agreed:	25/09/2025 Amended May 2026
Next Review:	September 2026
Policy Owner:	Headteacher

Related policies

- Anti Bullying
- Positive Handling
- Intimate Care
- Acceptable Use
- Safeguarding Child Protection Policy and Offer of Early Help
- RSHE

1.0 Rationale

At Ruardean C of E, we are dedicated to providing our pupils with the best opportunities to learn, recognising that behaviour, welfare, and wellbeing are integral to academic success. Our goal is to cultivate an environment where positive behaviour is the standard, achieved by fostering strong relationships among all stakeholders. The school intends for this policy to be implemented equitably and that all pupils are treated fairly. In doing so, the policy will contribute significantly to the school's vision "**A Love of learning, love of life and love of one another**". These form the core of our ethos as a school and are rooted in our Christian values. This was arrived at by the school community and embodies Jesus' teaching that we love one another and the message that, "*He came that we should know life and life to the fullest.*" Our vision statement is supported by our six core values: Hope, Creativity, Responsibility, Friendship, Respect and Perseverance. Again, these values were chosen by the whole school community and are embedded in the life of the school.

We view any behaviour that undermines the academic and social success of our community or diminishes the dignity of staff and students as unacceptable. Good behaviour is not merely the absence of negative actions but includes conduct that promotes students to flourish as individuals, being members of our community, and human beings in the world. We aim to create a culture where positive learning and interpersonal behaviours are valued, taught, and reinforced. This involves ensuring that everyone in our community shares these expectations

and employs a fair system of consequences designed to educate and, when needed, restore any harm caused.

1.1 School Rules

Our three school rules are:

- Ready
- Respectful
- Safe

These rules are used and referred to consistently by all adults and children in school. Teaching (at the start of every year) and frequent referral to the three school rules will ensure they are engrained within our school culture. We enable pupils to understand these rules by providing examples of what behaviour helps pupils to succeed, what behaviour will hinder or cause harm and the consequences of both.

Rule	Examples of behaviour that help	Example of behaviour that hinders
Ready	Listening carefully and thoughtfully, having the correct resources i.e PE kit, forest school clothes, water bottles, following class routines, follow school uniform standards, following adult instructions, asking questions where necessary to clarify expectations.	Not listening, not bringing the correct resources to school or having the correct resources in lessons, distracting yourself and others. Not following the school uniform standards.
Respectful	Kindness, friendship, turn taking, good manners, caring, sharing, loyalty, looking after school property, being tidy and wearing appropriate school uniform, being polite to visitors and beings well behaved on school trips, behaving appropriately at after school clubs.	Name calling, bullying, not sharing, stopping other children learning, stopping the teacher from teaching, not looking after school property, not behaving well on school trips, at school clubs or with external visitors to the school.
Safe	Having a healthy lifestyle for mental and physical wellbeing including eating well, sleeping well, learning about and being safe on line, walking within the school building, looking after one another, following adult instructions, keeping workspace and school organised.	Running in the building, throwing objects in class, not following adult instructions, class routines or school practices, climbing things which are not designed to be climbed, going into places that you are not allowed to go, going on electronic devices when unsupervised.

1.2 Inclusion

This Policy recognises that within a climate of inclusion there will be children who need a more personalised approach to their specific behavioural needs. All members of our team will be encouraged to use relational practice and restorative conversations where possible e.g. for conflict resolution, following behaviour causing harm, reintroduction to class following any form of exclusion. Having clear, commonly understood, restoratively-focused consequences for undesirable behaviour which include reintegration systems and contact with parents where appropriate. The school will use internal expertise and external support agencies to advise and support staff for example the ATS (Advisory Teaching Service) and EIS Team (Education inclusion team).

2.0 Aims

We aim to;

- provide a supported, safe, regulated, inspiring and reflective learning environment for all pupils in which they feel valued and supported.
- Cultivate a culture where pupils take pride in themselves and their school, believe in the power of positive learning behaviours for continuous improvement, and emphasise positive relationships characterised by trust, respect, support, connection and high expectations.
- Develop an environment where good conduct is encouraged, scaffolded, practiced, reinforced, and expected.
- Provide the best opportunities for students to learn about the impact of behaviour, both positive and negative.
- Encourage students to develop awareness and responsibility for the impact of their behaviour choices.
- Help students develop self-regulation and understand that this provides them with greater freedom in choosing their behaviours and responses.
- Offer the best opportunities for students to learn and develop the skills, attitudes, behaviours, and habits necessary to become, resilient, persevering, and independent learners, as well as respectful and contributing members of our school and wider community, both in the short and long term.
- Ensure that staff model our school vision and positive behaviours, continuously educating themselves in best practices, and employ and monitor proven strategies and techniques.
- Commit to understanding and addressing the potential unmet needs underlying behaviours from a relational and restorative practice approach.
- Engage with parents and carers to develop a collaborative and supportive relationship.

2.1 Principles

The principles underlying this policy are the understanding that every pupil is equally valued and has the right to learn. We know that high standards of behaviour benefit everyone in our school community and are the responsibility of all, aiding teachers in teaching and pupils in reaching their full potential across all areas of development. These standards are best achieved through high expectations that are communicated, taught, regularly practiced, and consistently reinforced, coupled with a balance of challenge and support for all pupils. We understand that behaviour often communicates a need and that our pupils come from diverse cognitive and educational backgrounds, with varied life histories and circumstances, leading to different needs, cognitive development, and behavioural responses. We believe that harmful behaviour can offer learning opportunities, and pupils exhibiting challenging behaviours are not defined by those behaviours. We acknowledge that the intrinsic rewards of positive behaviour, such as becoming successful learners and maintaining peaceful relationships, have long-term benefits and should be prioritised over extrinsic rewards, though the latter can be helpful in guiding pupils in the right direction.

2.2 The Role of Our Staff

Ruardean C of E staff will teach, and model expected behaviour and positive relationships as defined by this policy. This will enable pupils to see examples of good habits and ensure they feel confident in seeking help when needed. All staff will challenge pupils to meet the school's expectations and uphold the boundaries of acceptable conduct. Staff will communicate the school's expectations, routines, values, vision and standards both explicitly through teaching behaviour and in every interaction with pupils. We will provide a personalised approach to meet the specific needs of each pupil. We will maintain clear records of both positive and negative behaviours and proactively share this information with school leaders and parents.

2.3 The Role of Pupils

Pupils will be regularly informed of the school's behaviour standards, expectations, pastoral support, and consequences procedures, including an induction for new pupils whenever possible and appropriate. They will be taught their responsibility to follow the behaviour policy, uphold school rules, and contribute to the school culture. Pupils will provide feedback on the school's behaviour culture and, where possible, support the evaluation, improvement, and implementation of this policy. Every pupil will receive support to achieve the expected behaviour standards. Pupils with additional needs will receive extra support to help them meet behaviour expectations appropriately.

2.4 The Role of Parents

Parents are encouraged to understand this policy and engage with the school's life and culture. They are encouraged to reinforce the policy at home as appropriate. Parents should raise any concerns about behaviour with the school, whether it relates to conduct inside or outside of school. Parents are encouraged and supported to work with the school to build and maintain a positive relationship. Parents are encouraged and supported to attend any necessary meetings called by the school to address and/or support behaviour and behavioural interventions.

2.5 The Role of the Governing Body

School will provide the governing body with data regarding behaviour at regular intervals. The governing body will review this Relationships and Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

3.0 The Three-Tiered Behaviour system

At Ruardean C of E, we use strategies and techniques that foster and reward positive behaviour. For example,

- Thanking pupils for good behaviour.
- Publicly or privately praising pupils for demonstrating exemplary behaviour which goes over and above expectations, e.g. a note home, Headteacher recognition, certificates in celebration worship which show our school vision, in class acknowledgement.
- Awarding rewards in class, in line with pupil and teacher reward systems. These are adapted to meet the needs of pupils.

This underpins our three-tier behaviour system. Most children will only need Tier 1 (universal) support which will enable them to demonstrate good behaviour. Some pupils will need Tier 2 (targeted) support if they either repeatedly demonstrate low-level behaviour concerns or show more extreme behaviours that have not been successfully addressed in 'universal'. Fewer still pupils will require Tier 3 (specialist) support if they are demonstrating more extreme or unchanging behaviours. (See Appendix 1)

4.0 Application of Consequences

The school's response to individual actions involves encouraging positive behaviour through a mix of intrinsic and extrinsic rewards. When behaviour results in harm or disrupts learning, the focus is on restoration rather than punishment. The goal is to explore the harm suffered, acknowledge it as an undesirable experience, make amends, and prevent its recurrence. For behaviour that harms or hinders positive relationships, the school's Consequences Chart outlines potential steps (Appendix 2). This chart provides examples and should not be seen as exhaustive.

Consequences are vital as they deter negative behaviour, protect individuals and their peers, and help pupils understand the importance of improving their conduct. While maintaining high expectations, staff will consider contributing factors based on their knowledge of the child's personal circumstances when determining consequences.

Exclusion is reserved for serious incidents, persistent poor behaviour, unresponsive to in-school sanctions and interventions, or actions that jeopardise the health and safety of any school community member, including the pupil.

Further information about Gloucestershire County Councils policies and procedures relating to preventing and managing suspensions exclusions can be found: [HERE](#). This should be read in conjunction with current DfE guidance - <https://www.gov.uk/government/publications/school-exclusion>

5.0 Team Teach

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Staff use de-escalation techniques to restore pupils' behaviour. It may be necessary, if this does not work, for trained staff to use 'Team Teach'. These Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' or ensuring that the service user remains safe. (Team Teach appendix 3)

5.1 Legal & Policy References

- Reasonable force may be used by any member of school staff only when **necessary** and **proportionate** to prevent injury, crime, property damage, or serious disorder; use the least force for the shortest time. Never for punishment.
- Seclusion (non-disciplinary confinement with prevention from leaving) is a safety measure only, supervised at all times, in a safe/non-threatening space, and ended as soon as immediate risk reduces. Record and report as required.
- Recording & reporting (statutory): Each significant use of force must be recorded on My Concern and reported to parents as soon as practicable (aim: same day). Seclusion and non-contact restraint must also be recorded on My Concern and parents informed (aim: same day).
- SEND & equality: Adjustments must be considered; pupils with SEND may experience interventions as distressing—prioritise prevention and de-escalation.

5.2 Preventative & Proactive Controls (reduce likelihood)

At Ruardean C of E adults will use many strategies to support a child before a physical intervention or seclusion is used. This could be but is not limited to:

5.2.1 Environment & routine

- Seating plan with low-stimulus seat; access to quiet space, fidget tools and noise cancelling headphones.
- Visual timetable, now - next board; advance notice of changes; pre-teaching for transitions.
- Low level light bulbs / anti-glare screens / temperature control and air conditioning.
- Safe space and movement equipment e.g. spinning chairs.

5.2.2 Communication & teaching

- Simple language; extra processing time; visual cues; consistent scripts; emotion coaching.
- Choice-making opportunities; task chunking; incorporate preferred interests.
- Total communication

5.2.3 Regulation supports

- Sensory toolbox (ear defenders, fidget, weighted lap-pad if appropriate); calm-corner routine.
- Scheduled movement breaks; access card to agreed regulation space with supervision.

5.2.4 Relational approaches

- Key adult check-ins; greeting on arrival; repair/debrief after incidents.
- Restorative practice widget cards.
- My Happy Mind and PSHE sessions.
- Circle time.

5.2.5 Staff readiness

- Staff trained in de-escalation and safe, lawful use of force; team awareness of triggers; radios/alerts.
- High ratio of staff to pupils (Communication and Interaction Centre).

6.0 Early De-escalation Plan (reduce severity)

- Recognise & label (quietly): "I can see this is loud—let's move to quiet space."
- Offer regulated choice: "Safe space or book corner?" Allow time to process.
- Remove stimuli / adjust demand: reduce noise, dim lights, defer non-urgent tasks.
- Engage preferred activity for calming (timer visible; adult nearby).
- Call for assistance early if risk increases (follow school alert protocol).

7.0 Last-Resort Safety Measures (with Team Teach trained holds)

Physical intervention may only be used when it is **necessary** to prevent **injury, crime, serious disorder, or property damage**; is **proportionate** to the risk; and is for the **minimum time needed**. Do not restrict breathing or circulation; avoid ground restraint wherever possible.

7.1 Open-Hand Guiding (Minimal Contact)

- Light touch on forearm, back of shoulder, or mid-back to guide direction.

- Not a restrictive hold; gentle redirection; easily released if resisted.
- Useful at early signs of dysregulation or during transitions.

7.2 Standing "Support & Block" Position (Non-Contact or Light Contact)

- Adult positions at an angle between pupil and hazard; hands relaxed and visible.
- Does not restrain; prioritises prevention and space.
- Use to prevent access to unsafe areas (e.g., exits, sharp objects).

7.3 Protective Stance for Deflection (Low-Contact / Non-Grab)

- Arms bent, palms open; deflect rather than grab to prevent injury. **(X Factor stance)**
- Minimal, momentary contact to protect self/others from thrown or swung objects.

7.4 Protective turn away (Low – Risk Contact)

- Use Caring C's/ Loving L's to turn child away using their own arm for momentum.
- Caring C's/ Loving L's hold just above elbow on lower arm.

7.5 Side-by-Side Supportive Escort (Low-Risk Contact)

- Adult stands side-on, slightly behind pupil.
- Light contact at the upper arm just above elbow, using a '**Caring Cs/ Loving Ls'**'.
- Appropriate when pupil is moving toward a hazard and verbal direction is ineffective.

7.6 One-Person Supportive Escort (Medium-Risk Situations Only; Trained Staff)

- One trained adult takes side-on positions on one side of the pupil.
- Light, even contact at upper arms just above elbows using a '**Caring Cs/ Loving Ls'**'; pupil remains upright; airway unobstructed.
- One hold may be a **bandage hold (thumb next to fingers)**.
- Hip used to support walking process.
- Use when imminent risk remains and one adult can safely guide the pupil away.

7.7 One-person supportive Escort (High – Risk Situations Only; trained staff)

- One trained adult takes side-on positions on one side of the pupil.
- Arms scooped into hold (T-Rex); airway unobstructed.
- Hip used to support walking process.
- Use when imminent risk remains and one adult can safely guide the pupil away.
- If possible second adult will support with clearing walkways and opening doors.

8.0 Reporting

If seclusion or a physical intervention 7.6 or 7.7 has been used parents / carers will be notified. See appendix 4 for an example letter.

9.0 Child on child sexual violence and sexual harassment

This will always be treated with the seriousness it deserves and managed by the designated safeguarding leads. Each incident will be considered on a case-by-case basis. Sexual violence and harassment are never acceptable and will not be tolerated. Sanctions will follow any behaviour that falls below expectations, and these incidents may be reported to the police and/or children's care services as appropriate. The school will never normalise sexually abusive language or behaviour by dismissing it as "banter." We uphold high standards of conduct between pupils and staff.

Behaviour both online and offline is taken equally seriously. The school will sanction pupils when online behaviour poses a threat or causes harm to another pupil or could have

repercussions for the orderly running of the school or its reputation. All victims will be reassured, kept safe, and taken seriously. If an incident involves a claim proven to be deliberately invented or malicious, the school will implement appropriate consequences.

10.0 Children with Special Education Needs and Disability or Other Additional Needs

While we expect all pupils to follow our three school rules, we recognise that some pupils may need additional support with their behaviour due to specific identified needs, disabilities, or unusually challenging circumstances. In such cases, The Headteacher, the class teacher and SENDCo will collaborate to adapt the behaviour system to meet the pupil's needs. Children experiencing behavioural difficulties will receive support from all staff, who will provide assistance and strategies to help them manage their behaviour. A tailored programme of strategies will be developed. See Appendix 5 for an example behaviour plan.

11.0 Malicious Allegations

When a pupil makes an accusation against a member of staff or another pupil that is found to be malicious, the Headteacher will refer to the behaviour policy to determine appropriate consequences for the individual. The response to the allegation will consider the child's needs, as they may require support, and any safeguarding concerns that need to be addressed. For more information on handling allegations of abuse against staff, please refer to our safeguarding policy.

12.0 Behaviour Outside the School Premises

The school has the authority to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable." Disciplinary action may be taken for misbehaviour:

- During any school-organised or school-related activity, while traveling to or from school, wearing school uniform, or otherwise identifiable as a pupil of the school.
- When the behaviour could have repercussions for the orderly running of the school.
- When the behaviour poses a threat to another pupil or member of the public.
- When the behaviour could negatively affect the reputation of the school.

In response to non-criminal bad behaviour and bullying that occurs off school premises and is witnessed by a staff member or reported to the school. This includes behaviour in both the real and virtual worlds.

13.0 Impact of this policy?

School will be able to say that this policy is working because:

- Our pupils feel safe at school.
- Our pupils show our vision through their behaviour.
- Pupils can confidently explain and show respect for the behaviour policy.
- Pupils have a say on how the behaviour and anti-bullying policies evolve. (See appendix 6 for child- friendly behaviour policy).
- The number of incidents of bad behaviour is reduced.
- The number of severe bad behaviour is reduced.
- All members of staff feel they are able to use the behaviour policy.

Appendix 1 - Tiered approach

Tier 1	Tier 2	Tier 3
Universal	Targeted	Specialist
<p>Most children will need this to support them and it will enable them to demonstrate good behaviour</p>	<p>Pupils who either repeatedly demonstrate low-level behaviour concerns, or who show more extreme behaviours that have not been successfully addressed in 'universal'</p>	<p>Pupils who are demonstrating more extreme or unchanging behaviours</p>
<ul style="list-style-type: none"> • High quality teaching that engages the learner. • Clear routines that pupils can understand. • Well-embedded school rules and expectations have been/ are being taught and revisited. • Class charters drawn up collaboratively at the beginning of the school year and are in constant use. • All adults display a positive 'love for one another' and communicate respectfully. • Teaching appropriate behaviours to all pupils • High rate of acknowledgement of expected behaviours • Use any agreed behaviour management strategies in individual classrooms. For instance sticker charts etc. • Clear consequences outlined for all areas of behaviour understood and used fairly in class. • Restorative approaches used to address harm caused. • Intervening early before unwanted behaviours escalate. • Monitoring pupil progress • Use the reporting systems for behaviour – My Concern. • Individual strategies that support pupils to engage with learning. • My Plan / My Plan Plus targets are addressed • Any recommendations from external professionals are actioned. 	<ul style="list-style-type: none"> • Teacher to contact parents for discussion on what we are seeing in school and to seek their thoughts. • Either Behaviour Analysis Sheet or Unpicking Behaviour Toolkit completed. • Intervention with ELSA • Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact. • Behaviour reporting systems. • Interventions may include: <ul style="list-style-type: none"> ○ Emotion coaching ○ Language used consistently with the child ○ A volcano in my Tummy ○ The Incredible 5 point scale ○ Apple's friends ○ Zippy's friends ○ PALS ○ Social Stories ○ Lego Therapy ○ Play Therapy 	<ul style="list-style-type: none"> • Behaviour analysis completed. • Parents to be invited for a behaviour meeting with the SENDCo and relevant members of staff. • Behaviour plan written or SEMH aspects added to MP/MPP/EHCP. • Pupils in this tier will only be able to go on school trips if the parents/career accompanies them. • External professionals involved may include some or all of these: <ul style="list-style-type: none"> ○ Inclusion team ○ Advisory teachers ○ Occupational Therapy ○ School Nurse ○ Early Help ○ Speech Therapy ○ Educational Psychologist ○ GP ○ GFAPS ○ TIC+ ○ Young Minds Matter ○ CAMHS ○ Space to shine ○ Play Therapy ○ Art therapy ○ Music Therapy ○ Toucan

Appendix 2 - Consequences chart

Consequences chart	
In most cases these consequences will apply when all classroom based, positive behaviour management techniques and strategies have been applied with no change in behaviour.	
Action	Consequence
Antagonising other pupils (targeted)	<ul style="list-style-type: none"> • Problem solving circle to address issue and solutions • Restorative conversation between two pupils or a small group of pupils. <p>If behaviour continues then parents will be contacted.</p>
Being rude to an adult which includes: <ul style="list-style-type: none"> • Answering back • Shouting • Swearing • Screaming • Saying disrespectful things 	<ul style="list-style-type: none"> • Go to learn in another class for a period of time. • During lunchtime pupil will reflect on actions. • Restorative conversation to be had with an adult. Where harm done and consequences of actions will be discussed as well as how to repair the harm. • Consider a reflective activity for instance an apology letter or offering to tidy up. • If behaviour is repeated parents to be contacted and the pupils moves to tier 2. • Depending on the severity of the action these can be considered as consequences but must be in the light of the harm done and the adult's need for the child to understand how to keep everyone safe. • These pupils will not be allowed on school trips without a parent to support them.
Bringing a banned item into school	<ul style="list-style-type: none"> • Confiscation of the banned item. • This may include reasonable force if the item is suspected to be knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, vapes, pornographic images or articles that there is reason to suspect have been, or are likely to be used to commit an offence or cause harm. • Parents contacted. • Police may be informed. • Suspension or exclusion may be considered.
Deliberate targeting another pupil including bullying.	<ul style="list-style-type: none"> • Parents spoken to. • Pupils being targeted leads the approach initially, through restorative conversations (this may change if the situation continues) • Support put in place for all pupils who need it. • If continues, escalates or if serious incident occurs pupils will be escalated to tier 3 and suspension, exclusion will be considered.
Distracting others	<ul style="list-style-type: none"> • Go to learn in another class for an agreed period of time • If it continues, or is very severe, they may be sent to the Headteacher. • During lunchtime they will reflect on actions followed by a restorative conversation with an adult. Consider a reflective activity that will restore the relationship such as writing an apology letter.
Off task/not completing task	<ul style="list-style-type: none"> • Complete work at break/lunchtime • Restorative conversation to repair harm • If this is repeated, parents called or emailed, and work will be sent home to be completed there.

	<ul style="list-style-type: none"> • If not completed at home, the school may consider offering time in school after the school day is completed for the completion of the work, supervised by school staff.
Physical – hurting another pupil	<ul style="list-style-type: none"> • Removal from the situation. Sent to another class or Headteacher. • Restorative conversation to happen with those affected by the harm. Consequence decided by the group to repair the harm. • Miss two breaktimes • Parents informed • Depending on the severity of the action these can be considered as consequences but must be in the light of the harm done and the adult’s need for the child to understand how to keep everyone safe. • Suspension/exclusion considered depending on the severity and regularity.
Physically hurting an adult	<ul style="list-style-type: none"> • Removal from the situation for a period of time. • Stay in for restorative activity and conversation with those harmed. • If repeated behaviour in the same term, consequences become more serious, and this becomes part of the conversation. • Depending on the severity of the action these can be considered as consequences but must be in the light of the harm done and the adult’s need for the child to understand how to keep everyone safe. • Parents called. • These pupils will not be allowed on school trips without a parent to support them. • Suspension/ exclusion considered depending on the severity and regularity.
Refusal to do as an adult has asked	<ul style="list-style-type: none"> • Removal from the situation by a member of SLT • Work to be completed away from the class for the remainder of the lesson. • Stay in during breaktime to complete a restorative activity to work out how to restore the harm and consider additional consequences. • Depending on the severity of the action these can be considered as consequences but must be in the light of the harm done and the adult’s need for the child to understand how to keep everyone safe. • Parents called. • These pupils will not be allowed on school trips without a parent to support them.
Stealing	<ul style="list-style-type: none"> • Parents contacted following an open- minded investigation which explores the situation restoratively.
Swearing	<ul style="list-style-type: none"> • Restorative conversation so that the cause and impact of the harm can be established. • If repeated parents contacted.
<p>Readiness to engage in restorative practice</p> <p>If a pupil is thought to need a restorative conversation but is not yet ready for this, that pupil will be removed from the situation until they are ready for the discussion. This is most likely to be during break or lunchtime. If it is in lesson time, they will learn separately on a table by themselves until it has been resolved.</p>	

Appendix 3 -Restrictive intervention Guidance – April 2026

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property

4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. We trust school leaders to make decisions on training based on their school's individual contexts and needs. When deciding what formal staff training is required, school leaders should ensure that the chosen training reflects the principles of this guidance. Employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. Therefore, schools should carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.

Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'. Seclusion, as defined in this guidance, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom. Schools should refer to the Behaviour in schools guidance for further information on these and other disciplinary measures.

Appendix 4 – example letter for notifying parents.



GLOUCESTERSHIRE COUNTY COUNCIL
Ruardean Church of England Primary School
Love of Learning – Love of Life – Love of One Another
Matthew ch22 v33-40

Dear [insert parent / carer name]

✚ Further to our conversation, here are the details of the recent incident involving your child:

Date, time and duration.	
location of the incident	
<i>Relevant student needs or circumstances, including SEND status</i>	
Details of the incident	<p><i>Include:</i></p> <ul style="list-style-type: none"> • <i>names of the student and staff involved</i> • <i>brief summary of the incident: lead-up, triggers (if known), de-escalation attempts, type and degree of intervention used, and any injuries</i> • <i>rationale for why intervention was deemed necessary</i> • <i>post-incident support, including medical treatment or other impacts</i>

We understand that you may be feeling worried or upset about what has happened. Please be reassured that the safety and wellbeing of your child is always our priority and physical interventions are only used as a last resort in order to keep everyone safe. The Team Teach information leaflet included explains more about the ways we support your child at school.

Please get in touch with us if you would like to discuss this further
admin@ruardean.gloucs.sch.uk 01594 542461

If you have any concerns about your child’s physical, emotional or mental wellbeing as a result of this incident, or want to ask any questions, please do get in contact. If you are worried about your child’s health, especially in relation to any physical symptoms, please contact your doctor immediately.

Yours sincerely

Mrs Ione Haroun
Headteacher

School Lane, Ruardean, GL17 9XQ, Tel: 01594 542461
 Email: admin@ruardean.gloucs.sch.uk Website: www.ruardeancofeprimaryschool.com



Appendix 5 – Example behaviour plan

Behaviour Support Plan

<u>Proactive strategies</u> How to support _____ to flourish and have a great day	<u>Active Strategies</u> How to support _____ When they are showing early warning signs.	<u>Reactive Strategies</u> How to support _____ When they reach crisis.
	This may be caused by (setting)	This may be caused by (Triggers)

Recovery strategies: How to support post incident

Appendix 6 - Child friendly behaviour policy



At Ruardean C of E Primary School we have three school rules: **Ready, Respectful and Safe**. We talk about these rules all the time to help everyone understand what our behaviour should look like. We know that we should all behave in such a way that ensures everyone feels safe and secure because only then will we be able to effectively learn and make the most of all school has to offer us.

We uphold our vision of a '**Love of learning, Love of life and Love of one another**' in everything we do. Our restorative approach to behaviour builds on our vision. We work hard to tell the truth and share how we feel with others so we can all understand when things go wrong, when harm has been caused. We then work together to decide what should happen to repair them. Some children find these conversations challenging at the start and so we model the conversation for them until they can take part more independently.

We have made systems to reward good behaviour which include our weekly recognition in celebration worship. We will praise good behaviour and acknowledge children when they show a **Love of learning, Love of Life and Love of One Another**

There are some clear consequences that we all understand that help us to know what will happen to us if we behave in a way that is not **ready, respectful or safe**. These are shared to everyone in our school community and talked about so that we all understand. School staff are always happy to discuss these consequences with anyone who asks because we want everyone to be clear about what is happening at our school and why.



We all understand that some children find demonstrating good behaviour more challenging. As a school, and as individuals, we want to support them, and we will work closely with parents/carers to help with this. We have a three-tier behaviour system. The vast majority of children are on 'tier one' because they manage their behaviour very well in school and very seldom have any issues with poor behaviour. Sometimes a child might be struggling, and they will be moved to 'tier two'. At this stage extra support will be put in place to help them. On very rare occasions, a child might struggle more with behaviour. At this stage, the school will

secure additional support for the child. This may include referrals to outside agencies and more involvement from across the school in their support.

When we learn new ways to support ourselves and each other to behave better in our community we will have the skills needed to be flourishing members of society. We will know how to show a **Love of One Another** through our actions and the way we restore our relationships.

